Program: Early Childhood Education

Course Title: ATYPICAL CHILD

Course Number ED 206

Course Instructor: Beverley Poitevin

**PART I**

Functioning in an integrated group during the early years, the Atypical child can learn the ways of the world and some of the problems to be faced. Being with normal children early in his/her life, can make the inevitable adjustments (including being less self-conscious) of the Atypical Child easier. As a result of these experiences, the child will begin to feel able to function among other people in spite of the disability. Integrated preschool programs give Atypical children an opportunity to play and learn with children who will someday be their co-workers, friends and neighbours. Fundamental to the integration process and meeting this child's needs is the teacher's basic understanding of the child's handicap, strengths, and weaknesses that will effect both his learning and his/her self-image.

**PART II**

Course Goals

This course is designed to help students develop an understanding of various handicaps and disorders of preschool children so that they may work effectively with Atypical children in the normal preschool setting. The content encompasses many areas of exceptionalities: physical, social, emotional and intellectual deviations. Prevalence statistics, etiologies, behavioural characteristics, and educational needs of the individual are presented.

**PART III**

Terminal/Behavioural Objectives

The student will be able:

A. To discuss the historical background of special education for the Atypical child in each area of exceptionality.

B. To develop a comparison of normal growth and that of the Atypical child.

C. To give a verbal analysis of terminology relevant to etiology, diagnosis, treatment and education of Atypical children.

D. To discuss the behaviour and learning characteristics of the Atypical child and relate these to the child's needs and preschool program.
Part IV

Syllabus

Approximately two weeks will be devoted to each of the following underlined areas of the Atypical Child.

UNIT: Overview

Week 1 & 2
Readings: Kirk Chapter I
- History and philosophy of the Atypical Child
- Positive and negative affects of Special Education
- Qualities for working with the Atypical Child
- Equal opportunity - what does it mean?
- Who is the Atypical Child?
- The five categories
- Profiles of the major deviations

UNIT: Physical Deviations

Week 3,4,5
Neurological, Orthopedic, and Other Health Impairments
- Definitions of neurological and orthopedic deviations
- Three neurological disorders: C.P., epilepsy, spina Bifida
- Causes of orthopedic handicaps
- Motivation factors
- Symptoms of crippling conditions
- Educational Goals
- Handout: Psychological Factors in Connection with a Physical Disability
- Film: Mr. Symbol Man
- Film: The Cerebral Palsied Child

Week 6,7
Auditory Impaired (Sensory Handicap)

Readings Chapter 8 and 9
- The ear and functional parts
- Deaf or deafened?
- Factors influencing the hearing loss
- Teacher qualities
- Auditory comprehension
- Causes of hearing defects
- Degree of loss-receptive problems
- Characteristics of the Deaf
- Symptoms of Hearing difficulties
- Videotape: Hearing Impaired
- Film: Can You Hear Me?

Note: *Midterm Exam
Week 8, 9  **Visually Impaired**  
readings: Ch. 10 & 11  
- The eye and its functional parts; eyeterms  
- Blind/Partially sighted  
- Educational philosophy  
- Indications of visual difficulties  
- Refractive errors  
- Principles of working with blind children  
- Skills visual handicapped needs  
- Visual - 6 components  
- Equipment for partially sighted  
- Videotape: Visually Impaired

Week 10 & 11  **Speech Handicapped**  
readings: Ch. 3  
- Defective speech  
- Speech and language disorders  
- Articulation disorders  
- Stuttering: Resistance to therapy  
- Cleft palate and/or Cleft lip  
- Schedule of activities  
- TEST

UNIT:  **Intellectual Deviations**

Week 12  **Learning Disabilities**  
readings: Ch. 2  
- Approaches to the concept of learning disabilities  
- Model elements - input and output processes  
- Deficits of a behavioural nature  
- L.D. syndrome  
- Spatial relationships; position in space; figure-ground; visual motor coordination; perceptual constancy.

Week 13  **Gifted**  
readings: Ch. 4  
- I.Q. and the Gifted  
- Terman's Studies  
- Historical and present procedures  
- Characteristics  
- Activities  
- References  
- Film: I'm Not Too Famous At It.
Week 14

Mentally Retarded

Readings: Chapter 6 & 7

- AAMD Definition
- League of societies rights of the M.R.
- Causes of M.R.
- ABC's for parents
- T.M.R.

Week 15

- Final Exam
- Student's Evaluation
- Course Evaluation


In a typewritten paper of not less than five pages, double spaced, complete the following assignment: Choose an area of the Atypical Child and research the topic in relation to the preschool setting. Methods, educational goals, community resources, definitions, parental considerations and/or activities should be included. At least three valid sources of information either current books, research material, professional journals dealing with the specific topic must be utilized. Enclose correspondence in the "Appendix". The term paper is to apply the knowledge obtained from lectures to the preschool setting. The topic must be approved by the instructor.

PART V

Methodology


Lecture and Discussion Method - Learning will be facilitated by lectures and audio-visual presentations. Handouts dealing specifically with each individual area will supplement the lectures. The student is responsible for the above for examinations.

PART VI

Evaluation

Three exams - 25 points each - 75 points
One term paper - 25 points

TOTAL 100 points

A grade of A,B,C,I, or R will be given upon completion of the course in agreement with the marking policy of Sault College.

85+ (A)
75-84 (B)
60-74 (C)
SPEECH HANDICAPPED

Bright Promise
Eugene T. McDonald
National Easter Seal Society for Crippled Children and Adults

Speech Correction
Principles and Methods
Charles Van Riper
Prentice-Hall Inc.

Stuttering Its Prevention
Speech Foundation of America

Stuttering
Treatment Of The Young Stutter In The School
Speech Foundation of America

LEARNING DISABILITIES

Children With Specific Learning Difficulties
Jessie Francis Williams
ergamon Press

Excel
Experience For Children in Learning
Polly Behrmann and Joan Millman
Educators Publishing Service, Inc.

Introduction To Learning Disabilities
A Psycho-Behavioral Approach
Daniel P. Mallahan and James M. Kauffman
Prentice-Hall Inc.

Learning Disabilities
A Competency Based Approach
Larry W. Faas
Houghton Mifflin Company

Learning Disabilities
Educational Strategies
B. R. Gearheart
The C.V. Mosby Company

Remediating Learning Problems A Developmental Curriculum
Clara M. Chaney and Nancy R. Miles
Charles E. Merrill Publishing Company
MENTALLY RETARDED

An Early Childhood Curriculum For Multiply Handicapped Children
Regina Schattner
John Day Company

Educating The Child Who Is Different
Dr. Maria Egg
John Day Company

Helping Every Trainable Mentally Retarded Child
Bernice B. Baumgartner
Teachers College Series

Mental Retardation
Readings and Resources
Jerome H. Rothstein

Teaching The Mentally Retarded Child
A Family Care Approach
Kathryn E. Barnard/Marcene L. Powell

MISCELLANEOUS

Behaviour Disorders in Children
(Chapters 9, 10, 13, 14, 18, 19, 21, 22)
Harry Bakwin and Ruth Morris Bakwin
W. B. Saunders Company

Love Is Not Enough
Bruno Bettelheim
The Free Press
Collier MacMillan Limited

The Aggressive Child
Fritz Redl and David Wineman
The Free Press

JOURNALS

American Journal of Mental Deficiency

Education and Training of the Mentally Retarded

Exceptional Children

Exceptional Parent

Focus on Exceptional Children
REFERENCES

Overview

Exceptional Children: Educational Resources and Perspectives
Edited by Samuel A. Kirk and Francis E. Lord

Exceptional Children in the Schools

Special Education in Transition
Lloyd M. Dunn
Holt, Rinehart and Winston, Inc.

Teaching the Exceptional Child
Luciano L'Abate and Leonard T. Curtis
W. B. Saunders Co. (1975)

The Exceptional Child in the Family
Alan O. Ross
Grune & Stratton

AUDITORY IMPAIRED

They Grow In Silence

The Deaf Child and His Family
Eugene D. Mindel and McCay Vernon
National Association of the Deaf

VISUALLY IMPAIRED

No Place To Go
Edited by Kathern F. Gruber and Pauline M. Moore
American Foundation for the Blind

Study of Joe
A Blind Child In A Sighted Group
Elsbeth Pfeiffer
Bank Street College of Education

Teaching the Retarded Visually Handicapped
Indeed They Are Children
Donna L. Blunn
W. B. Saunders Company

Teaching the Visually Handicapped
Kenneth A. Hanninen
Charles E. Merrill Publishing Company